

Education Cabinet

Kentucky Board of Education

Department of Education

(Amendment)

704 KAR 3:305. Minimum requirements for high school graduation.

RELATES TO: KRS 156.160(1)(a), (c), 158.6451

STATUTORY AUTHORITY: KRS 156.070, 156.160(1)(a), (c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.160 requires the Kentucky

Board of Education to adopt administrative regulations relating to the courses of study for

the different grades and the minimum requirements for high school graduation. The

content standards for the courses of study are described in the program of studies, 704

KAR 3:303. This administrative regulation establishes the minimum requirements

necessary for entitlement to a high school diploma, including the requirements beginning

with the graduating class of 2012 [~~2002~~].

Section 1. Until the graduating class of 2012 [~~2002~~], each student in a common school

shall complete an Individual Graduation Plan which incorporates emphasis on career

development and shall have a total of at least twenty-two (22) [~~twenty (20)~~] credits for

high school graduation. Those credits shall include the following minimum requirements:

(1) Language arts - four (4) credits (including English I, II, III, and IV) [4];

(2) Social studies – three (3) credits (to incorporate U.S. History, Economics, Government, World Geography, and World Civilization); ~~[2-(including one (1) credit in U.S. History).]~~

(3) Mathematics – three (3) credits (including Algebra I, Geometry, and one (1) elective as provided in the program of studies, 704 KAR 3:303) ~~[3];~~

(4) Science – three (3) credits (including life science, physical science, and earth and space science as provided in the program of studies, 704 KAR 3:303) ~~[2];~~

(5) Health – one-half (1/2) credit ~~[1/2];~~

(6) Physical education – one-half (1/2) credit ;~~[1/2,]~~

(7) History and appreciation of visual and performing arts (or another arts course which incorporates this content) - one (1) credit; and

(8) [(7)] Electives – seven (7) credits ~~[8].~~

Section 2. (1) Beginning with the graduating class of 2012 ~~[2002]~~, each student in a common school shall ~~[complete an individual graduation plan which incorporates emphasis on career development and shall]~~ have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the content standards as provided in the program of studies, 704 KAR 3:303. Additional standards based learning experiences shall align to the student's Individual Graduation Plan and shall consist of standards-based content. The required credits and demonstrated competencies shall include the following minimum requirements:

(a) Language arts - four (4) credits (English I, II, III, and IV) to include the content strands of reading, writing, speaking, listening, observing, inquiry, and using technology

1 as a communication tool . Language arts shall be taken each year of high school;

2 ~~[(including English I, II, III, and IV)]~~

3 (b) Social studies - three (3) credits to include the content strands of historical

4 perspective, including U.S. History, geography, economics, government and civics, and

5 culture and society ~~[(to incorporate U.S. History, Economics, Government, World~~

6 ~~Geography, and World Civilization)]~~;

7 (c) Mathematics – three (3) credits to include the content strands of number property and

8 operation, measurement, geometry, data analysis and probability, and algebraic thinking

9 and including the following minimum requirements:

10 1. One mathematics course taken each year of high school to ensure readiness for

11 postsecondary education or the workforce based on the student's Individual Graduation

12 Plan;

13 2. Required courses shall include: ~~[(including]~~ Algebra I, Geometry and Algebra II. An

14 integrated, applied, interdisciplinary or technical/occupational course that prepares a

15 student for a career path based on the student's individual graduation plan may be

16 substituted for Algebra II on an individual student basis under the following conditions:

17 (i) The school documents that the student was provided the opportunity to

18 learn the content prior to determination of a substitute course through

19 sustained intervention and instructional supports;

20 (ii) The school uses multiple measures, including formative, diagnostic, and

21 summative assessments, as evidence for the need for course substitution;

- 1 (iii) The school has defined content and performance standards for the
2 substitute course that provides relevant, continuous learning of
3 mathematical concepts;
- 4 (iv) The school uses a team comprised of the principal, the student's teachers,
5 the student's parents, and the student to make the decision to substitute the
6 course based on the collected evidence;

7 The school shall annually report to the Kentucky Department of Education the number
8 and percent of students enrolled in a course substituting for Algebra II; and

9 3. Prealgebra shall not be counted as one of the three required mathematics credits for
10 high school graduation but may be counted as an elective; [and one (1) elective as
11 provided in the program of studies, 704 KAR 3:303)]

12 (d) Science - three (3) credits that shall incorporate lab-based scientific investigation
13 experiences and include the content strands of biological science, physical science, [and]
14 earth and space science, and unifying concepts [as provided in the program of studies,
15 704 KAR 3:303)];

16 (e) Health - one-half (1/2) credit to include the content strands of individual well-being,
17 consumer decision, personal wellness, mental wellness, and community services;

18 (f) Physical education - one-half (1/2) credit to include the content strands of personal
19 wellness, psychomotor, and lifetime activity;

20 (g) History and appreciation of visual and performing arts (or another arts course which
21 incorporates this content) – one (1) credit to include the content strands of arts, dance,
22 music, theatre, and visual arts or a standards-based specialized arts course based on the
23 student's Individual Graduation Plan;

(h) Academic and career interest standards based learning experiences [~~Electives~~] – seven
(7) credits including four (4) standards-based learning experiences in an academic or
career interest based on the student’s Individual Graduation Plan; and,

(i) Demonstrated performance based competency in technology.

(2) A local board of education may substitute an integrated, applied, interdisciplinary or
higher level course for a required course if the alternative course provides rigorous
content and addresses the same applicable components of 703 KAR 4:060. If a
substitution is made, a rationale and course description shall be filed with the Department
of Education.

(3) For students with disabilities, a local board of education may substitute a functional,
integrated, applied, interdisciplinary or higher level course for a required course if the
alternative course provides rigorous content and addresses the same applicable
components of 703 KAR 4:060. If a substitution is made, a rationale and course
description shall be filed with the Department of Education.

Section 3. (1) A district shall implement an advising and guidance process throughout the
middle and high schools to provide support for the development and implementation of
an Individual Graduation Plan for each student. The plan shall include career
development and awareness and specifically address Vocational Studies Academic
Expectations 2.36-2.38 as established in Academic Expectations, 703 KAR 4:060.

(2) A district shall develop a method to evaluate the effectiveness and results of the
Individual Graduation Plan process. The evaluation method shall include input from
students, parents and school staff. As part of the evaluation criteria, the district shall

1 include indicators related to the status of the student in the twelve (12) months following
2 the date of graduation.

3 (3) A feeder middle school and a high school shall work cooperatively to ensure that each
4 student and parent shall receive information and advising regarding the relationship
5 between education and career opportunities. Advising and guidance shall include
6 information about financial planning for postsecondary education.

7 (4) A school shall maintain each student's Individual Graduation Plan. The Individual
8 Graduation Plan shall be readily available to the student and parent and reviewed and
9 approved at least annually by the student, parents, and school officials.

10 (5) Beginning with a student's eighth grade year, the Individual Graduation Plan shall set
11 learning goals for the student based on academic and career interests and shall identify
12 required academic courses, electives, and extracurricular opportunities aligned to the
13 student's postsecondary goals. The school shall use information from the Individual
14 Graduation Plans about student needs for academic and elective courses to plan academic
15 and elective offerings.

16 (6) Beginning with the graduating class of 2013, the development of the Individual
17 Graduation Plan for each student shall begin by the end of the 6th grade year and shall be
18 focused on career exploration and related postsecondary education and training needs.

19 Section 4. (1) A board of education may award credit toward high school graduation for
20 satisfactory demonstration of learning based on content as described in the program of
21 studies, 704 KAR 3:303, and a rigorous performance standards policy established by the
22 board of education. A school shall establish performance descriptors and evaluation
23 procedures to determine if the content and performance standards have been met.

(2) A board of education may award credit toward high school graduation based on:

(a) A standards-based Carnegie unit credit that shall consist of at least one hundred

twenty hours of instructional time in one subject;

(b) A standards-based performance-based credit, regardless of the number of instructional

hours in one subject; and

(c) A standards-based credit earned by a student enrolled in grade five, six, seven or eight

if:

1. The content of the course is the same that is established in the program of studies, 704

KAR 3:303; and

2. The district has criteria in place to make a reasonable determination that the middle

level student is capable of success in the high school course.

(3) A district shall establish a policy for a performance-based credit system that includes,

at least:

(a) The procedures for developing performance-based credit systems and for amending

the system;

(b) The conditions under which each high school may grant performance-based credits

and the related performance descriptors and assessments;

(c) Objective grading and reporting procedures;

(d) Content standards as addressed in 704 KAR 3:303, program of studies, and 703 KAR

4:060, academic expectations;

(e) The extent to which state-provided assessments will be used in the local performance-

based credit system;

1 (f) The ability for students to demonstrate proficiency and earn credit for learning
2 acquired outside of school or in prior learning; and,

3 (g) Criteria to ensure that internships, cooperative learning experiences, and other
4 learning experiences in the school and community are designed to further student
5 progress towards the individual graduation plan, supervised by qualified instructors and
6 aligned with state and local content and performance standards.

7 (4) A board of education may award standards-based performance-based credit toward
8 high school graduation for:

9 (a) Standards-based course work that constitutes satisfactory demonstration of learning in
10 any high school course, consistent with Section 2(1);

11 (b) Standards-based course work that constitutes satisfactory demonstration of learning in
12 a course for which the student failed to earn credit when the course was taken previously;

13 (c) Standards-based portfolios, senior year or capstone projects;

14 (d) Standards-based online or other technology mediated courses;

15 (e) Standards-based dual credit or other equivalency courses; and

16 (f) Standards-based internship, cooperative learning experience, or other supervised
17 experience in the school and the community.

18 (5) [(4)] A local board of education shall maintain a copy of its [local] policy on high
19 school graduation requirements.

20 (a) This policy shall include a description of how the requirements address KRS
21 158.6451(1)(b) and 703 KAR 4:060.

22 ~~[1. If a high school does not have a school council, this description shall be provided by~~
23 ~~the local board.~~

~~2. If a high school does have a school council, this description shall be provided by the school council to the local board of education.~~

~~(b) A letter of assurance of compliance and a copy of the local policy from the local board of education and school council shall be submitted to the Department of Education by the local board. If the local board or school council amends its policy, a letter of assurance of compliance referencing the amendments shall be filed with the Department of Education by the local board].~~

Section 6 [3]. (1) A student who satisfactorily completes the requirements of this administrative regulation and additional requirements as may be imposed by a local board of education shall be awarded a graduation diploma.

(2) The local board of education shall award the diploma.

Section 7 [4]. This administrative regulation shall not be interpreted as prohibiting a local governing board, superintendent, principal or teacher from awarding special recognition to a student.

Section 8 [5]. If the severity of an exceptional student's disability precludes a course of study leading to receipt of a diploma, an alternative program shall be offered. This program shall be based upon student needs, as specified in the individual educational program [plan], and shall be reviewed at least annually. A student who completes this course of study shall be recognized for achievement. This may be accomplished by the local board of education awarding a certificate of achievement.

